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ABSTRACT

This document consists of a series of worksheets and lesson plans created by social studies teachers for use in an eighth grade urban studies course. The worksheets are designed to help students to discover first themselves, then the school, the community and the work world beyond school. Some examples of worksheet topics are: a chronological list of events in the student's life, the creation of a personal coat of arms; the school-student relationship; neighborhood observations; and field trips to and follow up reports about other parts of the city. The lesson plans (paired with each worksheet) are intended to provide suggestions for teachers so that they can adjust the lessons and activities to their own students' interests and needs. Though many activities are presented in the context of New York City, they may be adapted to other settings. (Author/GC)

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"Me" and My Neighborhood

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EXPLORING THE WORLD OF WORK

AN URBAN STUDIES CURRICULUM

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Frances Low, Director

These worksheets were designed sequentially, helping students discover first themselves, then the school, and then the community and work-world beyond.

They were created by social studies teachers for use in 8th grade Urban Studies. The lessons paired with the worksheets are merely suggestive. Individual teachers will develop their own lessons and discussions to fit in with the needs of their students and their own courses of study.

Thirty-two of the worksheets have been made up as rexograph masters. Each master should yield 200-250 copies. Using our worksheets as guides, individual teachers can create their own rexograph masters for the following:

- "Where Did My Family Come From?"
- "The People I Meet"
- "Guided Tour"
- "Guest Teacher"
- "One Question I'd Like To Ask"

A guide prepared at the Bureau of Curriculum Development, entitled, "Interdisciplinary Teaching In The Middle School, Grade 5, Term 1" (Project 10029 January, 1975), can be coordinated with this unit.

"ME" AND MY NEIGHBORHOOD

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TO THE EIGHTH GRADE SOCIAL STUDIES TEACHER:

You probably have already discovered that planning for teaching the eighth grade curriculum in urban studies requires that you spend much time adapting material to meet the needs of the pupils in your school. Because New York is such a neighborhood-oriented town, we believe that the best laboratory for the study of urban life is the local community -- the neighborhood. The purpose of this guide is to provide you with a framework around which you can plan lessons in neighborhood-based urban studies.

The ultimate goal of these materials is to provide pupils with guides that will enable them to study their immediate neighborhood in depth, to give them a sense of belonging and a feeling for their community. From this, they can begin to define their identity and their potential function as a worker and citizen. As teachers, however, we have found that adolescents need to have a foundation of self-awareness and self-esteem on a personal level before they can begin to consider themselves part of a community. That is why the theme that runs through this guide is a developmental one; that there is a logical sequence to the study of the way that people live. We begin, as does the infant, with the development of a consciousness of Self, and we proceed to the awareness of an environment independent of Self. It is the points at which these senses of awareness intersect that makes the character of urban man.

The exercises that are provided in this guide, and the suggested planning ideas that accompany them, were selected not only for their meaningfulness and their creativity, but also because each of them lends itself to the development of important Social Studies skills, such as observation, comparison, classification, categorization, perception, intuition, hypothesizing, extrapolation, interpretation, model building, and appreciation.

We do not mean that this guide is the last word in teaching techniques; rather, we see it as a live, ongoing piece of work. The exercises that are provided in the guide are meant to become an integral part of the lessons that are suggested with them. They are not attempts at providing busy work. The excercises are meant to arouse interest, and should be followed up.

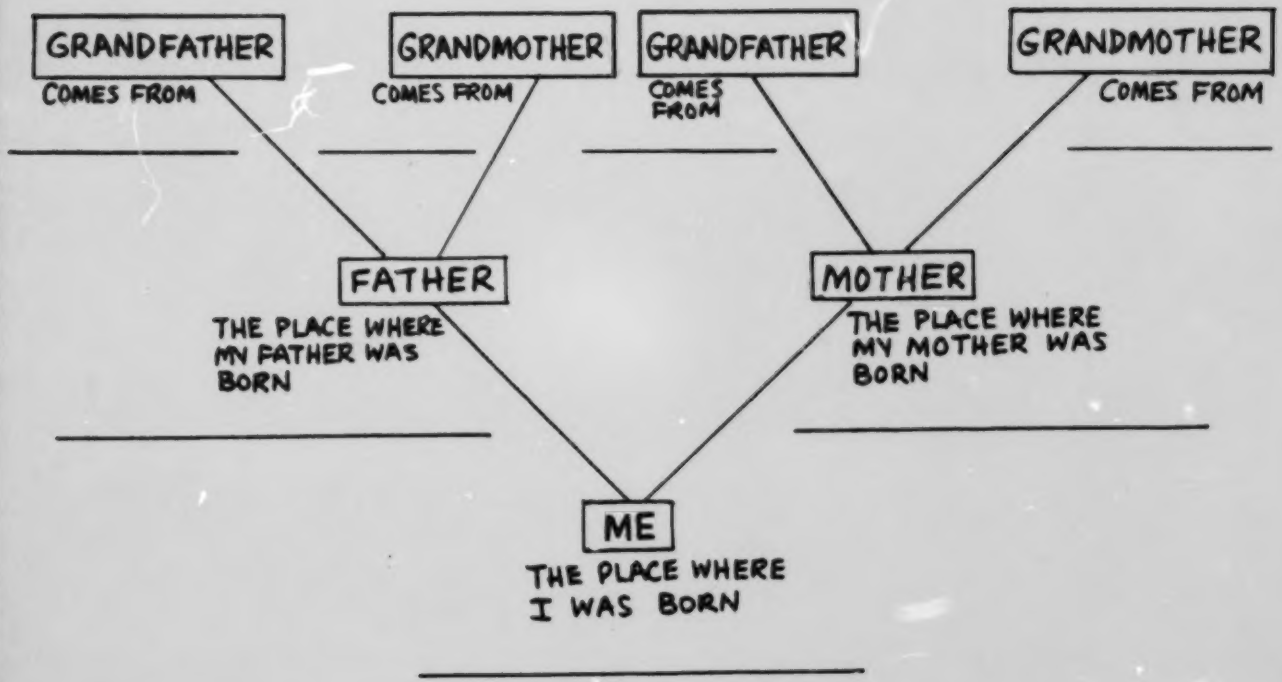
The lessons that accompany the exercises are suggestions to you, and are not intended to replace comprehensive planning on your part. You are encouraged to add, eliminate, or modify as you see fit. We encourage you to contact us as to how you integrated these exercises into your teaching of the basic Social Studies skills, such as interpretation of reading selections, identifying fact from opinion, understanding current events, working with maps, and reading a newspaper.

Jerry Blumengarten and Marvin Polonsky

"ME" AND MY NEIGHBORHOOD

I. WHO IS "ME?" WHO ARE "WE?"

WHERE DID MY FAMILY COME FROM?



Where Did My Family Come From?

Theme: How did we all come to this neighborhood?

Basic Activity:

Fill out chart. Then, use appropriate desk map for students to mark locations of family origins. Draw lines connecting locations with NYC. Same exercise on wall map, using pins and strings, can create a migration for the whole class.

Launch:

Exercise and maps show us that our families came from many different places. How did they get here? Why did they leave their homes?

Questions:

Why did your family pick New York? Why this particular neighborhood?

What problems can arise when you move into a strange neighborhood?

How many types of transportation can people take to come to New York?

Do you intend to stay here all your life, or go somewhere else? Give reasons.

Follow-up Options:

Class can make up interview questions about why people move or stay put. Tape, or write down answers given by parents, relatives, neighbors.

Visit Immigration Museum, Statue of Liberty, (Ferry, Battery Park). Listen to tapes of the immigrant experience.

Make a brief statement: "Where I would like to be in ten years."

Visit a major transportation terminal. (Airport, RR Terminal, Bus Terminal, West Side Ship Terminal).

Projected Outcomes:

Modern transportation makes migration easy; students themselves can expect to relocate more than once.

Communities are always changing. The change leads to tensions between residents.

Changes usually come from desire for economic improvement and a better life.

(SEE OPPOSITE PAGE FOR SAMPLE WORKSHEET.)

A

EVENTS OF MY LIFE

LIST EVENTS IN YOUR LIFE. EVENT #1 BIRTH (WRITE MONTH, DAY, YEAR PLACE OF BIRTH)

EVENT #

TIME LINE OF MY LIFE

1960
1961 BERLIN WALL
1962
1963 PRES. KENNEDY ASSASSINATED
1964 NEW YORK WORLD'S FAIR
1965 THE GREAT BLACKOUT
1966
1967
1968 M.L.K. + R.F.K. KILLED
1969 METS WIN SERIES
1970 KNICKS WIN CHAMPIONSHIP
1971 RIOTS IN ATTICA PRISON
1972 END OF VIETNAM WAR
1973 WATERGATE HEARINGS
1974 PRES. NIXON RESIGNS
1975
1976
1977
1978

Time Line of My Life: Events of My Life

Theme: What's happened so far in my life?

Basic Activity:

Complete time line: fill in such items as date of birth, home moves, trips, school changes, hospitalizations.

Launch:

Are the big events in your life behind you or still to come?

Questions:

Why do we remember some long ago events and forget what we did yesterday?

What should we put on the chart for the years that are coming up?

Did any of the important events in the world that are listed affect you?

Were there other outside events that changed your life in any way?

Follow-up Options:

Explain how we use events to measure time. (Example: BC and AD, bicentennial, "before I was born, after I was born.")

Construct imaginary time line of events for the next 15 years of students' lives.

Do report on an important event and how it changed everyone's life. (Example: Pearl Harbor Day)

Keep a diary for rest of term; or a scrapbook of important public events in one topic area: (sports, entertainment, NYC, etc.)

Do research on the year you were born. List important events, people, sport highlights, fashions, etc. of that year.

Projected Outcomes:

There are a variety of ways to measure time. What's considered important varies from one person to another.

Students begin to learn how outside world influences their lives; how past shapes the present.

Students grasp need to plan for the future.

(USE REXOGRAPH MASTER "A" WITH THIS LESSON.)

B / C

DYNOMITE CORPORATION
EMPLOYMENT APPLICATION

Please print all information

POSITION APPLIED FOR:

WILL YOU ACCEPT ☐ PERMANENT POSITION? ☐ TEMPORARY POSITION?

PERSONAL

LAST NAME | FIRST | MIDDLE

☐ MR. ☐ MRS. ☐ MISS

TODAY'S DATE / /

SOCIAL SECURITY NUMBER

PRESENT ADDRESS (NUMBER, STREET, CITY AND STATE)

ZIP CODE

AREA CODE & HOME TELEPHONE

BIRTH DATE: MONTH DAY YEAR

ARE YOU A U.S. CITIZEN? ☐ YES ☐ NO

MARITAL STATUS ☐ SINGLE ☐ MARRIED

NUMBER OF DEPENDENTS

NAMES OF RELATIVES EMPLOYED BY Dynomite Corp.

HAVE YOU EVER BEEN EMPLOYED BY Dynomite? ☐ NO ☐ YES, FROM TO

HAVE YOU EVER APPLIED FOR Dynomite EMPLOYMENT BEFORE? ☐ NO ☐ YES (GIVE DATE AND POSITION)

DATE YOU COULD START

HAVE YOU HAD ANY SERIOUS OR PROLONGED ILLNESSES, OPERATIONS OR ANY PHYSICAL DEFECTS? ☐ NO ☐ YES (EXPLAIN)

HAVE YOU EVER RECEIVED WORKMEN'S COMPENSATION OR DISABILITY PENSION? ☐ YES ☐ NO

EMPLOYMENT

MONTH/YEAR | LAST FIVE JOBS (MOST RECENT FIRST)

FROM / TO | EMPLOYER'S NAME / ADDRESS | SUPERVISOR'S NAME / TITLE | YOUR POSITION | BEGIN SALARY / LAST SALARY | REASON FOR LEAVING

BRIEFLY DESCRIBE YOUR DUTIES

FROM / TO | EMPLOYER'S NAME / ADDRESS | SUPERVISOR'S NAME / TITLE | YOUR POSITION | BEGIN SALARY / LAST SALARY | REASON FOR LEAVING

BRIEFLY DESCRIBE YOUR DUTIES

FROM / TO | EMPLOYER'S NAME / ADDRESS | SUPERVISOR'S NAME / TITLE | YOUR POSITION | BEGIN SALARY / LAST SALARY | REASON FOR LEAVING

BRIEFLY DESCRIBE YOUR DUTIES

FROM / TO | EMPLOYER'S NAME / ADDRESS | SUPERVISOR'S NAME / TITLE | YOUR POSITION | BEGIN SALARY / LAST SALARY | REASON FOR LEAVING

BRIEFLY DESCRIBE YOUR DUTIES

FROM / TO | EMPLOYER'S NAME / ADDRESS | SUPERVISOR'S NAME / TITLE | YOUR POSITION | BEGIN SALARY / LAST SALARY | REASON FOR LEAVING

BRIEFLY DESCRIBE YOUR DUTIES

EDUCATION

FROM MO/YR	TO MO/YR	NAME AND ADDRESS OF SCHOOL	TYPE COURSE OR MAJOR	DID YOU GRADUATE?	CLASS STANDING OR AVG.	DEGREE
		HIGH SCHOOL				X
		COLLEGE OR UNIVERSITY				
		GRADUATE SCHOOL				
		OTHER TRADE, ETC. (IF HIGH SCHOOL EQUIVALENT DIPLOMA, GIVE ISSUING AGENCY'S NAME)	DATE OF H.S. EQUIVALENCY DIPLOMA:			X

HONORS

DESCRIBE HONORS, EXTRA CURRICULAR ACTIVITIES, PUBLICATIONS, PROFESSIONAL SOCIETIES, OTHER TRAINING

Application for Employment

Theme: Could you persuade an employer to hire you?

Basic Activity:

Fill out the application as an exercise in listing data neatly and accurately.

Launch:

Suppose you were applying for a real job along with 20 or 30 other people. Which questions on the application do you think a boss would be most concerned with? Why?

Questions:

Which parts of the application did you find hard to answer? How could you handle this problem when you have to fill out an application for a real job?

Why would an employer be interested in your hobbies and activities off the job?

Suppose you put one of your teachers or the principal down as a reference. What questions do you think the employer might ask about you?

Why does an employer want to know what schools you went to?

Follow-up Options:

Students could prepare resumes based on the data sought in the job application.

Students could write letters of reference for a friend.

Invite a speaker from the Social Security Field office to explain why students should all get social security cards.

Projected Outcomes:

School performance will affect job opportunities.

Employers are interested in future employees' total personality plus skills.

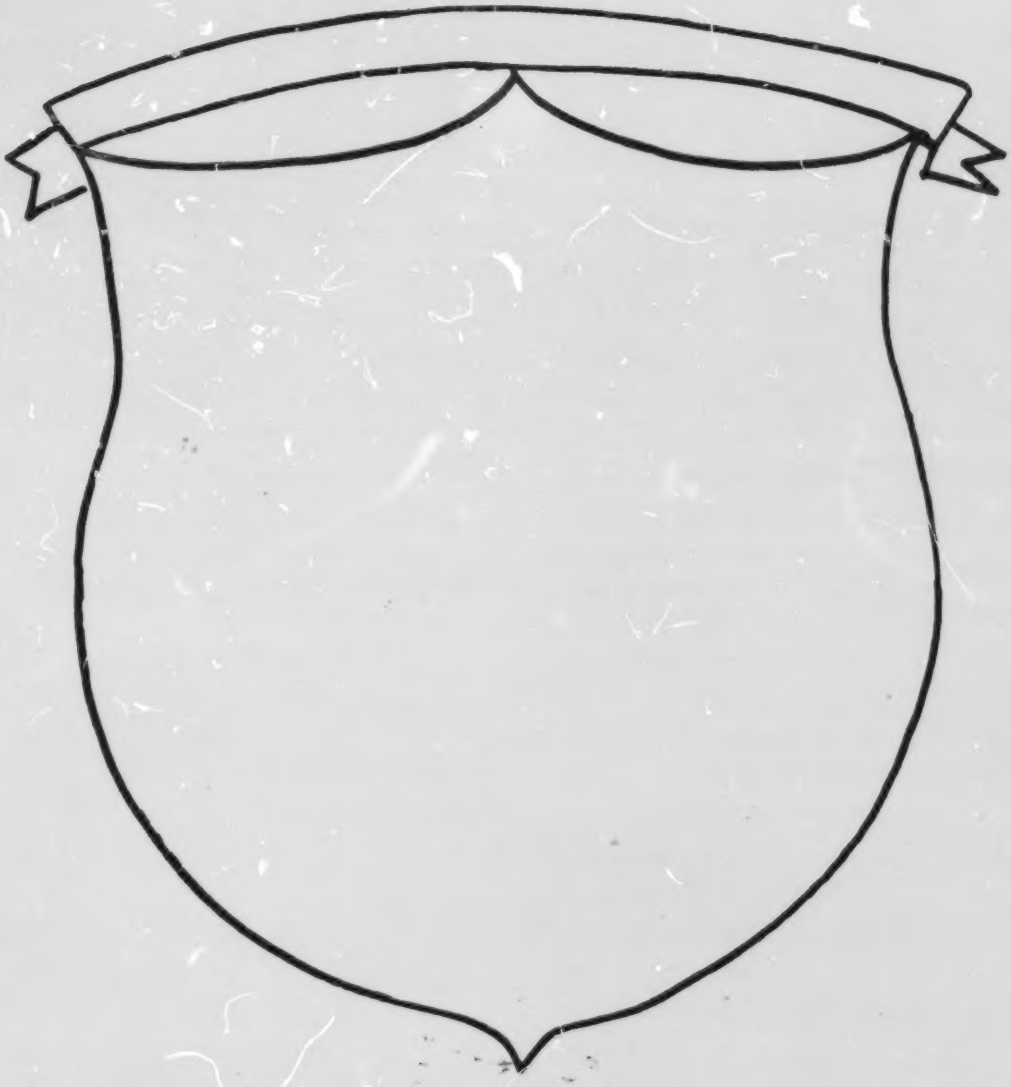
Knowing one's assets is a first requirement in obtaining a job.

The more interests, hobbies and skills a student has, the better the chances of employment

(USE WITH REXOGRAPH MASTERS "B" AND "C" WITH THIS LESSON.)

D

MY COAT OF ARMS



IN OLDEN DAYS KNIGHTS USED A COAT OF ARMS TO TELL ABOUT THEMSELVES.

THEY SOMETIMES DIVIDED THE SHIELD IN HALF, OR IN THIRDS, OR IN QUARTERS.

THEY USED THINGS, SUCH AS BUILDINGS, TREES, LEAVES, ANIMALS, OR ANYTHING THAT TOLD SOMETHING ABOUT THEMSELVES.

ON A RIBBON THEY USED TO WRITE A SHORT SENTENCE THAT TOLD SOMETHING THEY BELIEVED IN.

FILL IN YOUR COAT OF ARMS.

My Coat of Arms

Theme: What do I want the world to know about me?

Basic Activity:

Fill in coat of arms with words or pictures describing your own life in ways you feel would impress an onlooker.

Launch:

Now that you've filled in your coat of arms; will it be good for the rest of your life, or will you want to make changes?

Questions:

What might happen in the next few years that would make you get a new coat of arms?

A knight used his coat of arms to tell about his family, his job, what territory he belonged to, what he had accomplished. Can you give some examples of how people today advertise themselves? (example: a baseball player, a barber, a construction man, policeman, a priest.

How many of these identifications are work-connected? How many to family? to the country? to people's interests or beliefs?

Alternate: List or demonstrate some examples and ask students to explain what they show.

Follow-up Options:

Go round the class for identifications: (rings, religious emblems, club jackets, decals on books, etc.) that are like parts of coats of arms, construct coat of arms for class.

Look for distinctive emblems in store windows, street signs, buildings, autos, subway posters, appliances, food packages, soda cans.

Find examples of knights' coats of arms in library.

Projected Outcomes:

A person is defined by occupation, as well as by age, sex, family, race, nationality, residence.

Young people's identity may not be as complete as adults; it is still changing.

People play different roles at different times of their lives.

(Some teachers may use the same lesson with a tombstone and epitaph.)

(USE WITH REXOGRAPH MASTER "D" WITH THIS LESSON.)

E

EXPLORING YOUR FREE TIME

Sometimes you can learn about yourself by checking out what you do when you are on your own. Try to remember back what you did last weekend.

TIME	SATURDAY	SUNDAY
8-9 A.M.		
9-10		
10-11		
11-12		
12-1 P.M.		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-12		
12-1 A.M.		

Exploring Free Time

Theme: What's the best way of using free time?

Basic Activity:

Fill out chart on free time activity.

Go over chart; identify individual or group who influenced choice of free time activity (parent, teacher, friend, family member, yourself).

Launch:

Are we getting the most out of our free time now?

Questions:

Was free time planned? If so, who planned it?

Is it better to plan your time or to let things just happen?

How could you use free time to (a) earn money? (b) help your family? (c) help the community? (d) improve yourself?

Why do most of us have more free time than parents did?

Do you agree or disagree that young people have too much free time and not enough to do?

Who earns a living from your free time activities?

Why do we say that "Time is Money?"

Follow-up Options:

Compare charts with each other. Find out if there is a pattern of free time activity.

Interview people who have plenty of free time (such as retired) and people who are very busy. Find out what each does with their day.

Describe places that provide people with free time activitess.

Make up a playlet: "Friday afternoon, 3 P. M."

Projected Outcomes:

There are endless ways of occupying free time.

Many people earn a living by providing for free time activities.

Some people use free time for learning; others for moonlighting, others for loafing.

There is more free time available to people today than in the past.

(USE REXOGRAPH MASTER "E" WITH THIS LESSON.)

THE PEOPLE I MEET

Each day you have to deal with many people. On this page make a list of all the people you meet in one day, and what you had to do with them.

Name of person	Time	Place	What I did with this person.

The People I Meet

Theme: What can I learn about myself from other people?

Basic Activity:

Fill out the chart. If needed, use a two-day period; one weekday, one weekend.

Launch:

If we want to find out how we look to ourselves, we go to a mirror: If we want to find out how we look to the rest of the world, we go to the people we deal with.

Let's go over our list and see what messages we get from it.

Questions:

Did you choose these people or did they choose you?

Which of these people are most important to you and why?

Do you need them most; or are you the one that's needed?

Do you behave the same with all of them; or are you a different person with different people?

Follow-up Options:

Role play situations of meetings with different people: policeman, storekeeper, bus driver, etc.

Find out what people you meet do with the rest of their day. (ask them to fill out the chart.)

Describe two people you would like to meet, and how you you would spend your time with them.

Projected Outcomes:

People act out roles, depending on who they are meeting. Roles are affected by age, occupation, group.

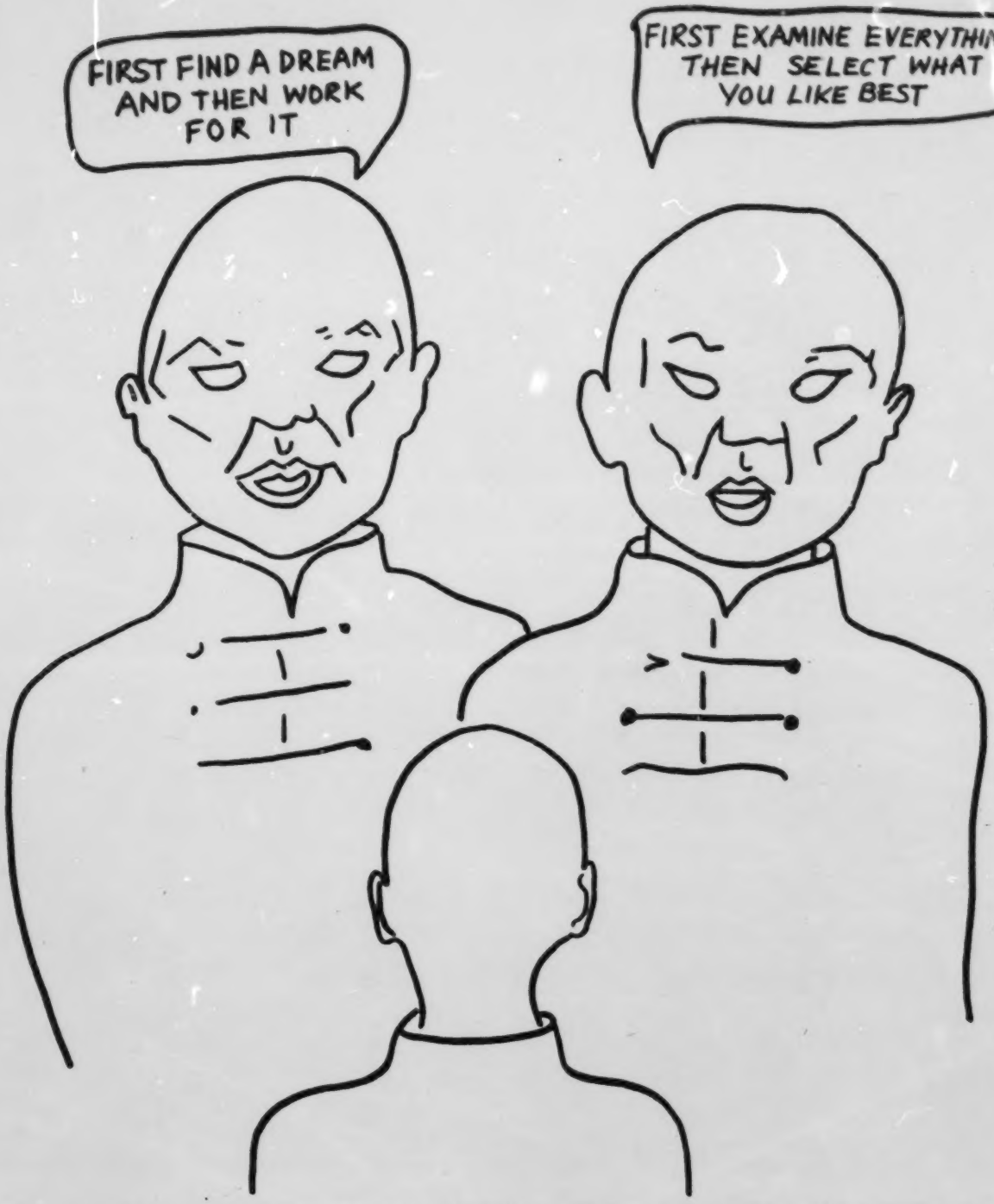
Some people are leaders; others are more comfortable as followers.

For most people, being alone is very uncomfortable; survival is difficult.

(SEE OPPOSITE PAGE FOR SAMPLE WORKSHEET.)

F

KUNG-FU
HOW TO ACHIEVE HAPPINESS



IF YOU WERE GRASSHOPPER, WHICH MASTER WOULD YOU FOLLOW?

How To Achieve Happiness

Theme: What's the best way to plan our lives?

Basic Activity:

Answer the Kung Fu question: Which master would you follow?

Launch:

Take a sampling of the class: Why did you choose this master?

Questions:

Which of the following means happiness to you? a) becoming famous, b) getting rich, c) helping other people, d) spending days with someone you like, e) pleasing your parents and teachers, f) getting a job you will enjoy, g) partying, h) any other activity?

Suppose you have a dream. How long do you keep trying to make it come true? (Example: Dream of becoming a TV star, a professional athlete, model, teacher.)

If you follow the second master, how long should you take to examine everything?

How about following a third or fourth master? a) master 3: "Do what your parents think is best." b) master 4: "Don't do anything, what will be will be."

Follow-up Options:

Read stories of well-known people. Find out which master they followed.

Interview parents, other adults. Find out when they decided to do what they are doing; why they decided.

Projected Outcomes:

Happiness varies from one person to the next: one man's happiness is another man's misery.

Decision-making and choices are an important part of growing up.

In modern society, there are many paths to happiness.

An individual's decisions are shaped by others: peer, parents, adult models, teachers, the media, the community.

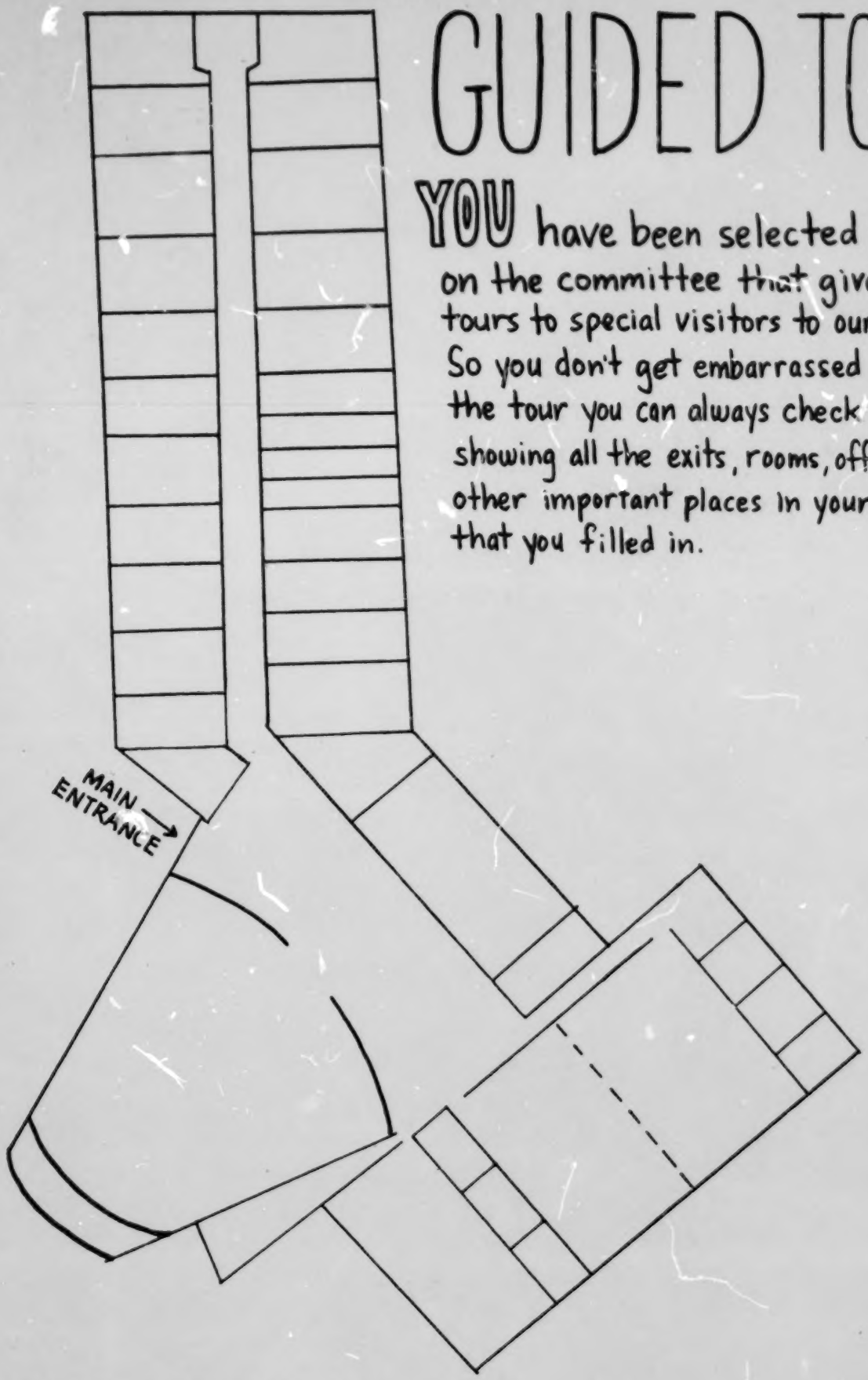
(USE REXOGRAPH MASTER "F" WITH THIS LESSON.)

"ME" AND MY NEIGHBORHOOD

II. WHAT'S IN THIS SCHOOL FOR ME?

GUIDED TOUR

YOU have been selected to serve on the committee that gives guided tours to special visitors to our school. So you don't get embarrassed during the tour you can always check your map showing all the exits, rooms, offices and other important places in your school that you filled in.



Guided Tour

Theme: Does the school building have everything we students need?

Basic Activity:

Fill out first floor map. Follow with maps of other floors of the building.

Launch:

If you just arrived in this school for the first time, and someone gave you this map, what could you tell about what the school does?

Questions:

If you had your way, what would you add to the school? Is there anything you would take away?

What advantages could you see to making the school bigger, smaller?

Why are there so many rooms that are not classrooms? What are they used for?

What parts of the building show that the school is concerned about student health and safety?

Follow-up Options:

Design your own floor plan for the school as you want it.

Visit another school. Compare design and layout with your own.

Invite an architect to class; or visit a school of architecture.

Compare the design of a special room (shop, music) with a regular classroom.

Projected Outcomes:

Maps, charts and pictures are useful ways of providing information.

It's desirable to know as much as possible about surroundings; not just the slice that the individual is directly involved with.

Form and function are connected; the design of any building relates to its use.

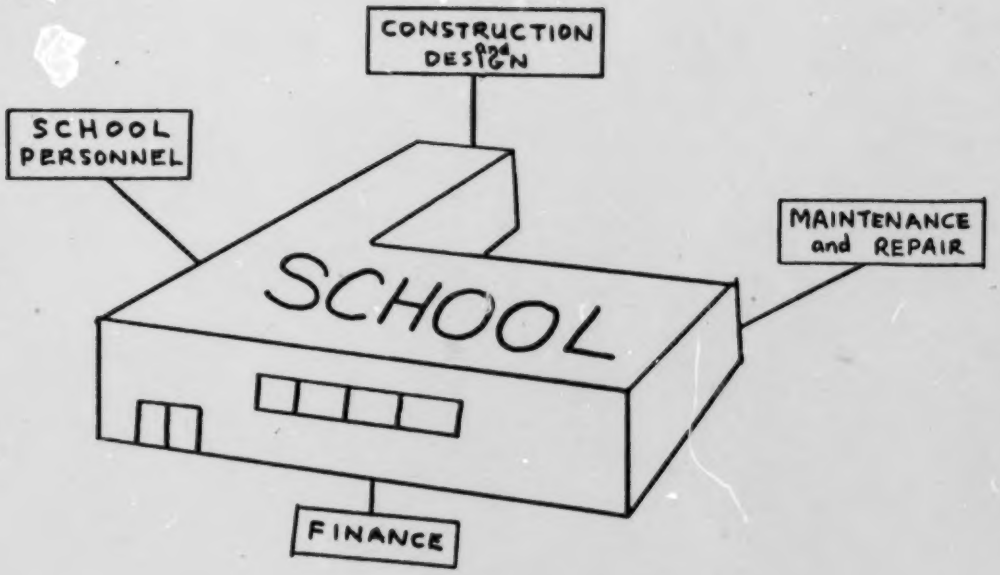
Planning is an essential ingredient in any project.

(SEE OPPOSITE PAGE FOR SAMPLE WORKSHEET.)

G

WHO MAKES A SCHOOL?

Even before your school was built, somebody had to get the idea to build it. From that time till now, a lot of people have been involved. See how many you can supply:



Who Makes A School?

Theme: How did our school get here?

Basic Activity:

Develop charts of the categories, institutions, skills and decisions involved in creating a school. Start with definitions of terms and broad categories; (Example: Under People would come children who are the customers and families who expect certain things of schools. Under Finance would come banks, tax collection and spending, city budget).

Launch:

If someone said "Let's build a school across the street", you would all be grown up and working by the time it was finished. What has to happen that takes so long? (Use chart and arrange sequentially.)

Questions:

Who decides that a school is needed? Why would they make such a decision?

Where does the money come from to pay for the building?

Look around the classroom. How many different skills were needed to make just one room?

Once a school is finished, what jobs are needed to keep it running?

Follow-up Options:

Invite a speaker from a nearby savings bank to talk about building loans.

Tour the school building and make a list of needed repairs and improvements.

Visit a construction site to see the skills involved.

Ask the principal for his booklet showing where schools are being planned ten years from now.

Projected Outcomes:

Long range planning is essential to building a school.

Schools are very expensive and need a great deal of care.

In the end, schools are paid for by taxes taken from people's rent money and income and sales taxes.

Hundreds of people of different skills have to work together to make and maintain a school.

(USE REXOGRAPH MASTER "G" WITH THIS LESSON.)

H

SHOULD KIDS BE FORCED TO STAY IN SCHOOL?

READ THIS:

John is 15 years old. He has been absent from school for two weeks. John's parents know he is not attending. They have tried as hard as they can to force him to attend. He has had repeated conferences in school, as well as guidance counseling. John's parents have given up trying. As far as they are concerned, he does not have to attend school any more. The school, along with the Bureau of Attendance, insists that he return to school and classes immediately.

WHAT DO YOU THINK?

	Yes	No
John should be allowed to quit school	☐	☐
John's parents should seek outside counseling.	☐	☐
The Bureau of Attendance should give up.	☐	☐
There should be a special school for people like John	☐	☐
John's parents should be arrested.	☐	☐

NOW READ THIS:

Susan is a 16-year-old student at Central High School. During her three years at Central, Susan has not done well academically. Recently she has been staying out of school more and more. Susan feels school can no longer interest her, and she would like to go to work.

Susan should be allowed to quit school.	☐	☐
Susan's parents should seek outside counseling.	☐	☐
The school should give up.	☐	☐
Susan should go to a special school.	☐	☐
Susan's parents should be arrested.	☐	☐

Were your answers the same for John and Susan? _____

Which of the following makes the most difference in your decision about John and Susan? 1) age 2) sex 3) school work 4) parents 5) interest in finding a job.

Is there <u>any</u> reason why parents should be allowed to keep children out of school? _____

At what age should children be allowed to leave school?

Should Kids Be Forced To Stay In School?

Theme: Is school the best place for young people?

Basic Activity:

Fill out the questionnaire: Tabulate the class responses on the board.

Launch:

How many of you ever felt or acted the same way as John or Susan?

If you did, what did you think would be worthwhile for you instead of being in school?

Questions:

If you leave school at 15 or 16, what jobs could you handle?

Suppose you quit school and then decide to go back later on, how would you want to be treated?

If we allow young people to go to work, how might that hurt grown-ups who work? How might it help them?

Why do you think governments forces children to go to school?

Follow-up Options:

Read about lives of young people who never went to school (Example: the life of an apprentice; growing up on a farm; the life of a serving girl).

Find out about education rules in other countries: England, France, Japan, the Soviet Union. (Contact information bureaus).

Find out about laws regulating work for young people. (See Youth and the Law from Open Doors).

Invite the attendance teacher to speak on compulsory education. Ask a union to send a speaker on the subject.

Interview parents, teachers, neighbors. Ask them when they left school; if they're still going to school now.

Projected Outcomes:

Compulsory education laws were designed to protect and train children, make them good citizens, protect adult jobs.

All advanced nations have compulsory education of varying length.

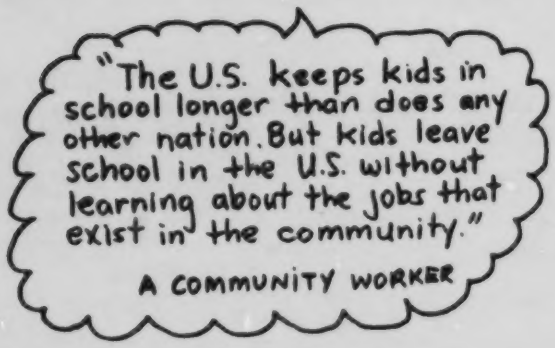
Young people can perform useful work, in or out of school.

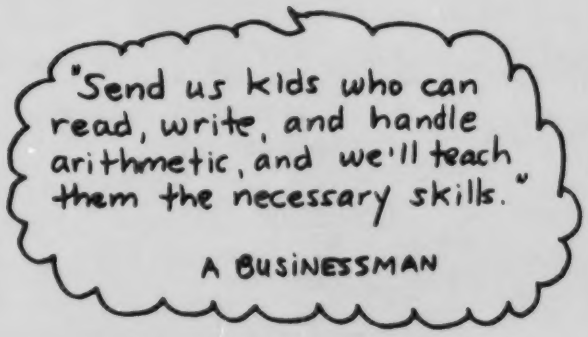
Compulsory education doesn't guarantee learning.

(USE REXOGRAPH MASTER "H" WITH THIS LESSON.)

I

SHOULD SCHOOLS GIVE STUDENTS THE SKILLS NECESSARY FOR WORK?


"The U.S. keeps kids in school longer than does any other nation. But kids leave school in the U.S. without learning about the jobs that exist in the community."
A COMMUNITY WORKER



Which statement makes more sense to you?

Which is more important, knowing what to do, or knowing how to do things?

Which statement explains better why so many young people have no jobs?

Who is more responsible for job training, schools or businesses?

What do you think are the most necessary skills?

Does your school teach you skills?

Where else would you go to learn skills?

Should Schools Give Students the Skills Necessary for Work?

Theme: Are you prepared to handle a job?

Basic Activity:

Before filling out sheets have students discuss and thoroughly explore the meaning of the two alternate statements.

Launch:

You have just been elected to the Community School Board. Congratulations! The Board is unhappy because too many young people who have gone to our schools are out of work. What would you change to make it easier for students to get jobs when they graduate?

Questions:

Is your school teaching job skills now? If not, what changes would you want made in the subjects?

Are the students working hard enough to become really good at the skills they are being taught?

What jobs could you do inside the school that would help prepare you for paying work outside?

What part time jobs could you do outside of school to help prepare you for the work world?

Follow-up Options:

Contact the training division of a large company to compare their procedure with in-school education.

Find out about apprenticeship programs and how they operate.

Spend a day shadowing a worker on the job to see what skills are needed.

Get the reading and math test scores for your school. See if students are doing as well as they should be.

Projected Outcomes:

Learning can take place in and out of the school building; it often continues on the job after graduation.

School programs are subject to change depending on what the community wants its schools to do.

Acquisition of skills in our out of school requires intensive effort by students.

Our whole system has a stake in how well schools do their job.

(USE REXOGRAPH MASTER "I" WITH THIS LESSON.)

J

SUPPOSE YOU SAW THIS HEADLINE IN THE PAPER?

GOVERNMENT CLOSES ALL SCHOOLS

YOU WOULD BE VERY HAPPY, RIGHT? BUT THEN YOU FOUND OUT THAT YOU WOULD HAVE TO LEARN ALL THE THINGS YOU LEARNED IN SCHOOL BY GOING TO WORK. PUT A CIRCLE AROUND THE PLACE WHERE YOU WOULD LIKE TO LEARN EACH SUBJECT:

Language Arts
- Newspaper office
- Broadway theater
- Library
- United Nations
- Book publisher

Math
- Supermarket checkout counter
- Local grocery
- I.B.M. office
- O.T.B. store
- Bank

Social Studies
- Television newsroom
- City Hall
- Sightseeing Company
- Museum
- Police precinct or fire house

Science
- Chemical laboratory
- Hospital
- Space center
- Doctor's or dentist's office
- Farm

Health Education
- Madison Square Garden
- Playground
- Karate school
- Morgue
- Day care center

Music & Art
- Traveling with an entertainer
- Church choir
- Sign painter
- Movie theater
- Art supply store

Industrial Arts or Home Economics
- Luncheonette
- Lumber yard
- Construction site
- Dress factory
- Maid, butler, or handy person

Government Closes All Schools

Theme: If schools were closed, where would you learn?

Basic Activity:

Select place to learn the various school subjects from the list on the worksheet.

Launch:

Suppose schools were closed: Would we be better off, or worse off, having to learn on the outside?

Questions:

Why did you make the choices you did? What job would you like to do at the place you chose?

If we can learn outside school, why do we keep schools operating?

If you were a boss, and a student came to you to learn, what would you want to know about the student first before you would hire him?

Why do some people go back to school after they go to work?

Follow-up Options:

Arrange trips to one or more facilities on the list: Purpose--to see school-taught skills being used.

Interview workers or invite speakers to find out what school-taught skills they use on the job.

Interview older people who had little or no school. Find out what they did in their teen years.

Projected Outcomes:

School subjects are used in the work world.

Learning continues on the job after graduation.

One school task is to prepare people for work.

You can learn about the jobs while still in school by:
a) reading b) observing c) taking a part-time job
d) listening

(USE REXOGRAPH MASTER "J" WITH THIS LESSON.)

****

GUEST TEACHER - write a letter to anyone in the world, inviting that person to teach one of your subject classes.

_____
_____
_____

Dear _____:

I would like to invite you to be a guest teacher in my _____ class.

The reasons I am inviting you are:

_____
_____
_____
_____
_____
_____
_____
_____
_____

I hope you can come.

Sincerely yours,

_____

Guest Teacher

Theme: Why should we look outside the school for a teacher?

Basic Acitivity:

Students select a guest teacher and write letters of invitation.

Launch:

Make listing and identify all of the potential guests (in categories if possible). What could any of these people do in the classroom that your teacher couldn't do?

Questions:

What topics or subjects could your guest teacher teach you best?

If you were the invited guest, would you visit the school? Why?

What could the guest teacher learn from you?

Which one of the guest teachers on our list do you think the class as a whole should invite?

Follow-up Options:

Mail out a few selected letters. Discuss the replies with the class.

Prepare an information brochure about your school for guests and visitors.

Contact a speakers' bureau. Find out about the schedules and fees of guests.

Use Open Doors guides to invite guests from business and community organizations.

Prepare set of directions, plus a map, on how to get to your school, by car or by public transit.

Projected Outcomes:

Many adults from different walks of life can contribute to learning.

Contacts with outsiders add variety and new points of view.

People including celebrities, who can't be reached in person may respond to a well-written letter.

(SEE OPPOSITE PAGE FOR SAMPLE WORKSHEET.)

*****

ONE QUESTION I'D LIKE TO ASK . . .

The School Custodian

The School Fireman

The Cafeteria Cook

The Cafeteria Dietician

The Cleaners

The Policeman On Duty In The School

The Bus Driver

The School Secretary

The Attendance Teacher

The Milk Delivery Man

The Laboratory Assistant

The School Aides

The Paraprofessionals

One Question I'd Like To Ask

Theme: What can I learn about work from the people in the school?

Basic Activity:

Each student develops job-related questions to ask the people on the list.

Launch:

Have class examine and pick out best questions. The guideline for the best questions should be: "Which ones will give the most information about these people's jobs."

Questions:

In what way is each job necessary to keep a school operating?

Which jobs could you find outside a school? Where?

You are the boss and have to hire someone to fill a job on the list. What qualities on our list would you consider most important?

A) experience B) school record C) age and sex D) personality E) appearance F) race, nationality, religion G) where the person lives H) relationship to the boss

Are you interested in any of these jobs yourself? Why or why not?

Follow-up Options:

Make a chart of the requirements for each job.

Get samples of tests given for some of the jobs. See the skills needed to pass exams.

Contact the City Commission on Human Rights for rules, or a speaker, on discrimination in hiring.

Spend a day with one of the people on the list, or invite them in to talk about their jobs.

Projected Outcomes:

A great variety of skills and tasks are involved in running a school.

Requirements vary from job to job; but some requirements such as punctuality, reliability are common to all.

It takes great skill to select the right person for a job.

Students should investigate before they make job choices.

(SEE OPPOSITE PAGE FOR SAMPLE WORKSHEET.)

"ME" AND MY NEIGHBORHOOD

III. WHAT'S IN THIS NEIGHBORHOOD FOR ME?

K

WHAT IS MY NEIGHBORHOOD?

A neighborhood is different things to different people. Let's see how many ways you can see your neighborhood. If you don't know some of these things, try to look them up.

Historic name of neighborhood _____
Police precinct _____
School district _____
Zip code _____
Telephone exchange _____
Health department district _____
Community Planning Board _____
Sanitation district _____
Fire company area _____
Census tract _____
Councilmanic district _____
Assembly district _____
Senatorial district _____
Congressional district _____
Zoning area _____
Borough _____

What Is My Neighborhood?

Theme: How does government connect with my neighborhood?

Basic Activity:

While filling out the sheet with the assistance of the teacher, define and describe each of the functions on the list.

Launch:

Everything on the list, except the telephone exchange, has to do with government. How come we have to go outside our neighborhood for these services?

Questions:

Our neighborhood got its name because it once was a town on its own. Now it's a neighborhood. What's the difference between a neighborhood and a town?

If a neighborhood wanted to be a town, what changes would it have to make?

Where would the money come from to pay for all the services if we were a town?

Which way would we be better off, having our own town, or the way we are now as a neighborhood?

Follow-up Options:

Make a large wall map of the neighborhood and its boundaries.

Show how some of the districts and services on the list fit or overlap the boundaries.

Invite a speaker from one of the city departments: Police, fire, sanitation or health, to describe how people and equipment are assigned to your neighborhood.

Projected Outcomes:

All neighborhoods are part of a larger entity. Government services are parceled out to neighborhoods through many agencies. Neighborhoods don't pay directly for these services.

(USE REXOGRAPH MASTER "K" WITH THIS LESSON.)

L

WHAT'S IN A NEIGHBORHOOD?

CHECK THE THINGS THAT YOU PASS ON YOUR WAY TO SCHOOL AND IF POSSIBLE NAME THEM AND GIVE THE ADDRESS.

NAMES AND ADDRESSES

RESIDENTIAL PLACES

____ Private homes
____ Apartment houses
____ Hotels _____
____ Projects _____

SERVICE BUSINESSES

____ Stores _____
____ Banks _____
____ Offices _____
____ Medical centers _____
____ Gas stations _____

PUBLIC SERVICES

____ Hospitals _____
____ Libraries _____
____ Schools _____
____ Transportation _____
____ Police Stations _____
____ Fire houses _____
____ Sanitation garages _____

ENTERTAINMENT

____ Theaters _____
____ Movies _____
____ Amusement _____

INDUSTRIAL

____ Factories _____
____ Warehouses _____

OTHER

____ _____
____ _____

What's In A Neighborhood?

Theme: How many different activities take place in our neighborhood?

Basic Activity: Make a master chart of student's findings.

Launch:

You are a stranger in town. You've never been here before. You want to find out what this neighborhood provides before you move in. Everybody has done a survey. Let's compare what we find.

Questions:

Are there some differences between this neighborhood and others you have seen? Describe them.

Look at our lists, is there anything missing in the neighborhood you would want to add? Anything here you would want to change? If so, how?

So far we've been talking about buildings. You can tell a great deal about a neighborhood from its people. Give me some examples.

Does our neighborhood have enough space for people? Buildings?

Follow-up Options:

Convert the student charts into a neighborhood map, locating the major functions and facilities.

Write a composition on one of the following topics: a) How would I change my neighborhood? b) What I like best about my neighborhood? c) If I could make my own neighborhood....

Projected Outcomes:

Variety is the spice of any neighborhood.

Neighborhoods need a balanced mix of residential, commercial, recreational and service facilities.

Before change can be made, we have to know what we have and what needs changing.

(USE REXOGRAPH MASTER "L" WITH THIS LESSON.)

M

THE BODY OF MY NEIGHBORHOOD

FILL IN THE BLANKS WHERE IT'S AT IN YOUR NEIGHBORHOOD

The BRAINS of your neighborhood
(Where do the ideas come from?)
_____

The MOUTH of your neighborhood
(Who tells the world about this neighborhood?)
_____

The EYES and EARS
(Who tells us what's going on?)
_____

The HEART of this neighborhood
(Who keeps it going?)
_____

The STOMACH of your neighborhood
(Who supplies the nourishment?)
_____

The ARMS of your neighborhood
(Who does the work?)
_____

The LEGS of the neighborhood
(How do people move around?)
_____

Can the eyes and ears function without the brain?

Is each part independent?

Body of My Neighborhood

Theme: What makes a neighborhood work?

Basic Activity:

Fill out chart. Discuss answers to each part and decide on those which are most appropriate.

Launch:

Exercise shows us that there are many people who are important to our neighborhood.

Questions:

Do some people have more than one function?

Can the parts operate independently?

Which are the most important parts? Why?

Can you transplant other parts from other neighborhoods to this one?

Follow-up Options:

Interview people in the neighborhood to get their idea of where they belong and who they think makes up the body of the neighborhood. Do one for the City of New York.

Projected Outcomes:

Student sees his role in the community or a role he might want to train himself for.

(USE REXOGRAPH MASTER "M" WITH THIS LESSON.)

A WALL?

SUPPOSE ALL NEIGHBORHOODS HAD WALLS AROUND THEM JUST LIKE IN OLDEN DAYS.

IF YOU HAD TO PLAN A WALL AROUND YOUR NEIGHBORHOOD, WHERE WOULD IT BE?

ON _____ FROM _____

TO _____.

THEN ON _____ TO _____

THEN ON _____ TO _____

THEN ON _____ TO _____

LIST TWO REASONS WHY YOU PICKED THE STREETS YOU DID: _____

_____

_____

WHERE WOULD YOU PUT THE GATE?

_____

_____

WHERE WOULD YOU PUT THE MOST DEFENDERS?

_____

_____

WHAT WOULD YOU NEED FROM THE OUTSIDE AFTER ONE WEEK? _____

_____

_____

A Wall?

Theme: How could a neighborhood survive on its own?

Basic Activity:

The class would arrive at some agreement as to the best way to define the neighborhood and where the wall should go.

Motivation: We've agreed on how we are going to wall off our neighborhood. Now that it's built, is there any reason to have anything to do with people outside the wall?

Questions:

The reason we built a wall is to keep people and things out. What are we trying to keep out? (Traffic? Outsiders who work here? City police, fire, and sanitation men? Newspapers, books, movies? Ambulances?)

Do people who live behind the wall have any reason to go outside, or should they stay inside all the time?

Even if we locked the gate, there are some things we would have no way of keeping out. Can you give some examples?

What could you do or make inside the wall to take the place of goods and services we get from the outside? Who would do the work? (Example: Television sets, clothing, refrigerators)

Do we keep our friends and relatives out, or invite them in?

Follow-up Options:

Read stories about the Berlin Wall and what happened there.

Make a list of goods that are produced inside our wall. Compare with the goods you have in your house.

Read about New Amsterdam. Find out why the wall on Wall Street was torn down.

Projected Outcomes:

Neighborhoods are not self-contained; rather they are dependent on the outside world.

Isolation would mean a much lower standard of living, and threaten survival.

Walls keep people in as well as keeping people out.

Walls are built because people are afraid. When they are afraid of each other, they all lose out.

(USE REXOGRAPH MASTER "N" WITH THIS LESSON.)

WHAT DO I SEE ON MY STREET ?

1. MY HOUSE

My house is made of _____

My house has _____ floors _____

My house has _____ rooms _____

The rooms are _____ , _____

_____ , _____

_____ , _____

_____ , _____

2. MY STREET

The number of my house is _____

The name of my street is _____

My street is between _____ , and _____

There are _____ other houses on my street.

There are _____ apartment houses on my street.

There are _____ private houses on my street.

There are _____ stores on my street.

There are _____ factories on my street.

There are _____ fire hydrants.

There are _____ street lamps.

There are _____ fire alarm boxes.

Is there a bus stop ? Yes____ No____

Is there a subway station? Yes__ No__

The street signs are: _____ , _____

_____ , _____

_____ , _____

_____ , _____

My street has _____ driveways.

My street has _____ empty lots.

My street has _____ trees.

There are _____ manhole covers on my street.

What Do I See On My Street?

Theme: Does your block have everything you need?

Basic Activity:

Mapping and coding blocks: Streets can be fitted together with those of other students to form a neighborhood grid.

Launch:

The younger we are, the more likely we are to spend most of our day on our own street. From the age of five or six, we seem to need to leave our blocks more and more. Why does this happen?

Questions:

Look at your block. What places you might need or want to go are missing from your list?

Who are the people who can earn a living on your block without leaving it?

Give some examples of supplies and skills that you need on your block, but have to get from outside.

If it was up to you, where would you spend your day, on the block or off it?

Follow-up Options:

List all the reasons people might have for leaving the block they live on; for staying on the block.

List some of the improvements your block could use to make it a better place to stay.

Explain what would happen to the people on the block if nobody was allowed in or out.

Projected Outcomes:

People on any street interrelate with others.

Our daily needs come from the outside.

Any one street contains a variety of functions and services.

(USE REXOGRAPH MASTER "O" WITH THIS LESSON.)

P

SIGNS

There are different kinds of signs all over your neighborhood. They are for different purposes. See how many you can remember.

SIGNS THAT GIVE INSTRUCTIONS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SIGNS THAT ADVERTISE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SIGNS THAT TELL YOU WHAT'S INSIDE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

OTHER KINDS OF SIGNS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Signs

Theme: Are signs an effective way of communicating?

Basic Activity:

Have students catalog the signs as per the worksheet. Include street names, directional signs, house numbers, and parking and bus stop signs if students do not come up with these on their own.

Launch:

Suppose somebody came along on the block and removed every sign there was. What difference would that make in the lives of the people on the street?

Questions:

In what ways can signs make things easier for us in our daily lives?

How do we try to make signs that catch people's attention, that look good?

Some signs don't have any words (Example: Traffic lights, international road signs, flashing lights on an emergency vehicle, poison signs). What advantages or disadvantages can you think of for signs without words?

Most signs combine words, pictures and colors. Why?

Why do cities and states pass laws regulating the size and shape of signs?

Follow-up Options:

Ask students to design their own signs; traffic lights; lamposts.

Play a game with class; see how many can recognize trademarks and signs without words (Example: Big M, American eagle, campaign poster, no smoking sign, stork carrying baby, baseball umpire in action.)

Collect samples of signs from newspapers, magazines.

Do a unit on advertising in our life (see Open Doors, "Who's Talking, Who's Listening.")

Projected Outcomes:

Communication is a vital necessity.

Communication employs all of our senses.

Street signs are a form of communication that use visual symbols.

Reading is a most important communication skill. Signs compete with each other for our attention. If we receive too many messages, we can't read them.

(USE REXOGRAPH MASTER "P" WITH THIS LESSON.)

49

HOW MANY PROBLEMS

CAN YOU SEE FOR THE PEOPLE ON THIS BLOCK?

ME AND MY NEIGHBORHOOD/OPEN DOORS/1975

How Many Problems?

Theme: How can we make our streets better places to live?

Basic Activity:

Identify as many problems in the picture as possible.

Launch:

I showed this picture to two friends. One said, "It's the people who messed up this block." The other one said, "It's living on this block that messed up the people." Which statement do you agree with?

No matter which came first, the people or the mess, who's responsible? Parents? Children? Landlords? Government? Would punishing them help solve the block's problems?

Which problems should we tackle first and why?

Which of these problems could be solved by the people living on the block (without costing much money)?

Which problems would need help from the government and the outside? What kind of help would be needed?

What, if anything, could young people and the schools do about this block?

OPTIONAL--A foreigner coming to this block would say, "You can tell America is the richest country in the world, because it has the richest garbage in the world." What is he talking about?

Follow-up Options:

Invite speakers from city departments; fire, sanitation, housing--to discuss ways of preventing the conditions on the block.

Find out about block associations and what they do to improve streets, prevent crime.

Do a street survey to identify problems on the street you live on.

Visit a recycling center (Example: Citizens for a Better New York, 26 Pierrepont St., Brooklyn, or a restoration area such as Bedford Stuyvesant Restoration Corp.)

Projected Outcomes:

Organized group action is needed to attack social and environmental problems.

Environment affects people's behavior and attitudes toward each other.

Problems are created by people and have to be solved by people.

The cost of letting a neighborhood run down is sometimes higher than the cost of keeping it in good condition.

(USE REXOGRAPH MASTER "Q" WITH THIS LESSON.)

R

YOUR NEIGHBORHOOD HAS A COMMUNITY PLANNING BOARD

The Community Planning Board gets to spend money to improve the neighborhood. They can pick the following:

A new apartment building
A new school
A new park
A new library
New street lights
Repairing streets
Renovate library
Buy more library books
Renovate houses
Fix up parks

What would be your first choice?
Your second choice?
Your last choice?

Why did you make your choices?

Your teacher has a list of what your Community Planning Board really chose. See how you compare.

Community Planning Board

Theme: How does a neighborhood grow, by accident or by planning?

Basic Activity:

Compare your decisions with others in the class. (Or the class can be broken up into committees, and a group decision made about the preferences.)

Imagine you are a big real estate owner, and you bought up a whole block to build a shopping center. Should you have to go to a planning board before you can do what you want to with your own property? (Hold a vote, yes or no).

Questions:

How would the following people feel about the shopping center: a) a young person b) a small storekeeper on the next block c) the parents' association of the elementary school across the street d) the people who live in houses next door e) the people living in houses where the center is going to be built f) the landlords who own property in the neighborhood g) the city Department of Traffic and the Sanitation Department h) school students living in the neighborhood

Why would the planning board be likely to call a public hearing on the shopping center plan?

What agreements would the owner make for the plan?

Follow-up Options:

Visit a major shopping center such as Kings Plaza in Brooklyn.

Contact Bronx Borough President's office about planning for Fordham Road Redevelopment Center.

Visit Roosevelt Island, Starrett City to see how new communities were planned from scratch.

Survey the neighborhood for projects students would suggest--see if they match choices made on sheet; local planning board choices.

Projected Outcomes:

Many people's lives are affected by community planning.

Setting priorities is a fundamental function of planning for a neighborhood.

Goals are limited by money available to make improvements.

Planning decisions are the product of suggestions and proposals by many individuals, and community groups.

(USE REXOGRAPH MASTER "R" WITH THIS LESSON.)

S

You are a **designer.**

Your community planning board wants you to design a new all-purpose lamppost. Draw it. Describe it.

You are a name-dropper.

The city highway department has just completed one highway, two streets, two avenues, and one boulevard. Will you please name them and explain why you chose them?

You are an **improver.**

How would you improve the looks of the sidewalks in your neighborhood?

You are an architect.

The city officials have asked you to design a spectacular playground. On the back of this paper draw the playground and describe it clearly.

You Are A Designer . . . .

Theme: How many different skills are needed to improve a neighborhood?

Basic Activity:

When students complete the assignment on the worksheet, they will be involving a variety of work skills in innovation, planning, construction, maintenance and repair. In the process, they will be utilizing many school-based skills and subjects.

Launch:

Take one of the assignments, let's say, the playground. Who would we have to bring in to make it happen?

Questions:

Who would have a say as to providing a piece of land for this playground?

Who would provide the equipment installed properly?

Once our playground is finished, what has to be done to keep it operating?

Is there any part young people could play in this operation?

You've probably heard someone say, "That's a great idea!" Why is it that ideas by themselves are not enough?

Follow-up Options:

Invite a Parks Department representative to talk to the class about designing and building a playground.

Visit the library. Look up the names of the streets and find out who or what they were named for.

See if there is a block association, club or other neighborhood group involved in a community improvement program. Contact them to find out what they are doing.

Projected Outcomes:

A great many skills, much planning, and funds go into what seems to be a simple project.

School-taught skills are useful in planning, designing and executing neighborhood improvements.

Cooperative effort is needed from a great many people to put ideas into action.

(USE REXOGRAPH MASTER "S" WITH THIS LESSON.)

PROTECTION

Suppose your neighborhood got $20,000 to spend for reducing crime. Which of the programs below do you think would be the best way to spend the money?

Letting children run the police force
Buying window gates
Installing intercom systems
Paying tenant patrols
Installing bright floodlights
Getting closed-circuit T.V.
Paying volunteer police
Giving karate lessons
Giving children lessons on safety

Can you think of anything else?

_____

_____

_____

_____

_____

_____

Protection

Theme: How should a community decide on a local spending program?

Basic Activity:

Encourage students to provide at least one choice of their own; not necessarily bars and a self-defense program but alternatives such as recreation, entertainment, job counseling.

Motivation: Make a tally of the choices: Now that we've expressed our opinions, and we have the $20,000 what are we going to do next?

Questions:

Should the city decide, or should the people in the neighborhood make the decision on spending the $20,000?

If the people in the neighborhood decide, who shall have the final say? Landlords? Tenants? Storekeepers? Teachers? Who else?

Why would it be useful to set up a neighborhood committee to make the decision?

Should we invest the $20,000 in one system, or should we split it up among the two or three most popular ones?

Would you give money like this to every neighborhood?

Follow-up Options:

Contact local community planning board and find out how neighborhoods get funds for special projects.

Do a survey of your street. Find out which project the people in the neighborhood think is best.

Find out what it costs a store to install window gates and burglar alarms.

Projected Outcomes:

Decisions can't be made without some type of decision-making process and machinery.

Accurate information is necessary to make wise decisions.

There are a great many different ways of attacking a social problem.

Each community's needs are competing with other communities for city funds.

(USE REXOGRAPH MASTER "T" WITH THIS LESSON.)

U

1984 BLOCK ASSOCIATION

Step 1 - Rules:

Why does your block need a block association?

What do you plan to have your block association do?

Who will make the rules?

How will they be chosen?

Step 2 - Leadership

Who will see that things are done?

Who will help this person?

What jobs are there?

Step 3 - Fairness

How can we make sure that all rules are fair?

What if there is an argument?

Step 4 - Changes

How can the rules be changed?

How can leaders be changed?

1984 Block Association

Theme: How can people help improve the streets they live on?

Basic Activity:

Filling out the chart can be complex and difficult. It might be well to have the class do it as a group exercise.

Launch:

A block association is a special kind of club; a club for making a better neighborhood. Why do people go to the trouble of setting up an association for getting what they want done?

Questions:

Go over questions on exercise sheet. What types of rules do you think would be important? What rules would you make about raising and handling money?

After you set up your block association, would you see any use in meeting with other block associations or should it stick to the business of its own territory.

Follow-up Options:

Contact block associations in the area and get copies of their rules and programs.

Make a survey of your neighborhood and compile a list of the things a block association could do.

Projected Outcomes:

Organized groups are an effective way of getting things done.

Any organization needs some type of constitution, including a way of picking leaders, and some type of financing.

Organized groups have to make provision for change.

Organized groups need to keep support and loyalty of members to be effective.

(USE REXOGRAPH MASTER "U" WITH THIS LESSON.)

V

WHAT'S MORE IMPORTANT?

Wife Torn Between Home & Job

Post Photo by V. DeLucie

Carol and Frank Kulikowski in the kitchen of their Northside apartment.

This woman works in a factory across the street from her house. Her husband is sick and cannot work. Now her boss wants to tear down her house to build a new factory. She got the house from her great grandfather, who bought it 75 years ago.

The boss says if he can't build the new factory, he will move out of the neighborhood, so the lady will lose her job. The city wants the boss to stay and will tear down the house.

What's your opinion?

_____

_____

_____

Problem for discussion:

Which of the following projects do you think are important enough to tear down peoples' houses?

highway
hospital
park
swimming pool
subway
school
playground
day care center
office building
factory
other -
none

What's More Important?

Theme: Can neighborhoods be improved without hurting some of the residents?

Basic Activity:

Read the story and decide whether the woman should give up her home or her job. Discuss in class.

Launch:

Suppose you were a worker in the factory that was asking for more land, or else you would lose your job. You work next to the woman who is asked to give up her house. What would you feel should be done?

Questions:

Some of the new projects on the list might not mean more jobs for people living in the neighborhood, (Example: Swimming pool, playground) should people be forced to move anyway?

If you lived in a house that was going to be torn down, would you think any of these projects was worthwhile?

Is there any way we can improve a neighborhood without tearing down houses, stores and factories?

What's the best way of taking care of people whose homes are torn down--give them money? Give them an apartment anywhere in the city? Build new homes for them in the neighborhood?

Should people in the neighborhood have the last word on improvements?

Follow-up Options:

See if you can locate families in the neighborhood who were moved out by urban renewal or other projects. Interview them about their experiences.

Do a "site search" of the neighborhood (any vacant lots, abandoned buildings, unused factories or warehouses) to see where improvements could be made without moving anyone.

Find out about the city's industrial park program from the Economic Development Administration.

Projected Outcomes:

What's good for the community is not always good for everybody in it.

Every decision involves a tradeoff: giving up something to get something in return.

Individual's lives can be completely upset by changes made for the good of the community.

(USE REXOGRAPH MASTER "V" WITH THIS LESSON.)

W

BREAKING DOWN THE JOBS

Make a list of 10 jobs that people in your neighborhood have:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now break them down:

Jobs that produce a product	Jobs that do a service for people
Jobs that can be learned by working in them.	Jobs that need a higher education
Outdoor jobs	Indoor jobs
Jobs I like	Jobs I don't like

Breaking Down the Jobs

Theme: What facts about jobs do we want to know?

Basic Activity:

Fill out chart of ten jobs, and break them down. Teacher selects ten that are among the most regularly mentioned, for analysis.

Motivation: These are ten jobs many of you mentioned on your sheets. Why did the sheet ask you to break them down the way it did?

Questions:

If you were interested in one of these jobs, what benefit would you get from breaking it down this way?

Would this be enough information to help you decide on the job, or are there other facts we need?

Is this the proper time for you to find out this information, or should you wait until you have finished school.

Would you limit yourself to jobs people in your neighborhood have, or would you want to find out about other ones?

Follow-up Options:

Sample different types of jobs from want ads. Break them down in the same way as the ones on the exercise sheet.

Invite neighborhood people into the classroom to discuss the nature of their jobs. Parents are another resource.

Use Occupational Outlook Handbook or Dictionary of Occupational Titles as resource for investigating other jobs.

Projected Outcomes:

Students begin thinking in terms of being selective about careers.

Students learn importance of investigating nature of different jobs.

Qualifications vary from job to job which requires different types of preparation.

There are an endless variety of career options open to young people.

(USE REXOGRAPH MASTER "W" WITH THIS LESSON.)

REGISTER HERE FOR RENT-A-YOUTH

RENT-A-YOUTH ORDER FORM

I am interested in your Rent-A-Youth program
I have something for a youth to do.

NAME _____ PHONE # _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Check type of job:

Yard Work	Babysitting	Outdoor Painting
Heavy Moving	Painting	Office help
Light Moving	Window Washing	Delivery work
Heavy Housework	Car Washing	Clerical
Light Housework	Companion	Other

	YES	NO
Do you think this is a good way of getting kids jobs?	☐	☐
Would you rent your time if you had the time?	☐	☐
Does this kind of thing help the neighborhood?	☐	☐
Would you like it if your mother rented one of your friends?	☐	☐
Could your mother rent you?	☐	☐
Should your mother have to pay you?	☐	☐

How much money do you think the kids should be paid? _____

Should kids be paid by /the job/ the day/ the week/ the month/ ?

Who do you think should run this agency:

the city
the school
the community corporation
a private renting agency

What changes would you make in the registration form?

Rent A Youth

Theme: Can young people do useful, paid work?

Basic Activity:

After filling out the form have students concentrate on reconstructing the Rent A Youth order form to apply to tasks that are more suited to an urban area.

Launch:

You decided you could use some money, clothes, a baseball glove, records, etc. You find out there is an employment agency called Rent A Youth, for people who are willing to pay teenagers to do chores. If you registered with this agency, what type of work would you feel ready to do?

Questions:

Are there jobs not on the list that you would want to add?

Are there any jobs which you would not be interested in?

Suppose the pay was $2.00 an hour. How much should the agency take for finding the job? How much should you get?

Suppose there were four or five teenagers competing for the job you wanted. What would you have to do to beat them out?

How would you feel if taxes were taken out of your pay?

Follow-up Options:

Set up your own business. (Suggestions: Baby-sitting, tutoring, teaching kids sports skills, running errands, reading to the blind, organizing a musical group). Design a business card.

Find out about all the jobs students can do inside school for school credit.

Inquire about volunteer jobs in community centers, hospitals.

Investigate the possibility of a school "Rent A Youth" program.

Projected Outcomes:

Students begin to examine possibilities of after school work.

Jobs sometimes need to be created by the job-seekers; to persuade people they need a service.

Job agencies play an important role in screening applicants; finding jobs.

(USE REXOGRAPH MASTER "X" WITH THIS LESSON.)

Y

WHAT'S HAPPENING AT THE STORE?

Think of your local candy store. In column 1 check off what you think is happening at the candy store. Then check with the candy storeman. Write his answers.

Column 1	Column 2
Best selling daily newspaper ___1. N.Y. Times ___2. Daily News ___3. N.Y. Post ___4. El Diario ___5. Other	
Best selling weekly newspaper ___1. Amsterdam News ___2. National Star ___3. Enquirer ___4. Village Voice ___5. Other	
Best selling drink ___1. Egg Cream ___2. Coke ___3. Pepsi ___4. Kool-aid ___5. Dr. Pepper ___6. Other	
Best selling tobacco products (Brands) ___1. Cigarettes ___2. Cigars ___3. Pipe tobacco ___4. Snuff ___5. Other	
Best selling magazines ___1. Playboy ___2. Ebony ___3. Jet ___4. True Romances ___5. Other	
Best selling brands of candy _____1. ice cream flavor _____2. gum _____3. chocolate candy _____4. non-chocolate candy _____5. other	

What's Happening at the Store?

Theme: What can a store teach us about the neighborhood?

Basic Activity:

Complete the market survey exercise. It would simplify the process if students did the survey in teams, rather than as individuals. Students might make up badges identifying themselves as school market researchers.

Launch:

If you were a complete stranger in the neighborhood, and didn't know anything about it, what could you find out by checking out the neighborhood candy store?

Questions:

Look at your own list of products that people bought at your candy store. What do they tell you about the people?

What other kinds of businesses besides the candy store would give you hints about the people in the neighborhood?

If you ran a store, would you carry only what most customers buy, or would you show them other products?

Are there any stores that are in business to serve people from outside the neighborhood as well as inside? Which ones and why?

Follow-up Options:

Make a list of special products you would have in your candy store if your customers were teenagers; old people; mostly men; mostly women; Spanish, Afro, Greek, Jewish, Chinese, Italian, Irish. Which list is easy to complete? Which is more difficult?

Make the same comparisons for a grocery or a fruit market.

Using the same list of people, identify at least one special food product that comes to mind in connection with them. Which of these products has been adopted by most New Yorkers?

The way people spend their money tells us a great deal about the way they live.

Businessmen succeed when they cater to the customs and habits of the people they serve.

Different groups (age groups, ethnic or racial) have different preferences in products and services.

In a community where different groups live side by side, they often borrow each other's preferences and customs.

(USE REXOGRAPH MASTER "Y" WITH THIS LESSON.)

"ME" AND MY NEIGHBORHOOD

IV. MY NEIGHBORHOOD AND OTHER PLACES

Z

A SHORT TRIP FROM HOME

15 MINUTES

Where do you go by bus, train, or car that is about 15 minutes from where you live?

Why do you go there instead of somewhere in your own neighborhood?

How do you get there?

A Short Trip From Home

Theme: Is public transit needed for a city to survive?

Basic Activity:

Complete exercise sheet, make a listing for the class of all the different places students visit via public transit or private vehicle.

Launch:

If there were a strike on the buses and subways, how would it affect your life?

Questions:

Was your trip necessary, or was it just for fun? Could you have done the same thing within walking distance of home?

In some cities, people use cars and taxis to go everywhere. Could this system work for you too?

What are the advantages of private cars? The drawbacks?

How does the public transit compare to the private car?

Follow-up Options:

Students investigate places of interest they passed on the trip.

Compare costs of trip by bus, train or taxi. Check prices of gasoline, car insurance, automobiles.

Investigate different types of jobs required to keep public transit going. Check with transit authority on categories, requirements and wages.

Play a subway map reading game. Find out how to reach different parts of the city (Example: Wall Street, Rockefeller Center, Statue of Liberty, Shea Stadium, Madison Square Garden, etc.

Projected Outcomes:

Many vital services, functions are outside an immediate neighborhood, require travel.

Knowing way around city is a valuable survival skill.

Private transit supplements, but doesn't replace, public transit.

Cost of private transit is very high compared to public transit.

(USE REXOGRAPH MASTER "Z" WITH THIS LESSON.)

AA

HOW FAR DO I GO?

Where do I go?	How do I get there?	How long does it take?
To the doctor		
To the hospital		
To buy clothing		
To buy shoes		
To see a movie		
To buy a magazine		
To play ball		
To the dentist		
To a relative		
For a family vacation		
To the beach		
To a park		
To the zoo		

How Far Do I Go?

Theme: Do we have to go out of our neighborhood for services we want or need?

Basic Activity:

Fill out the chart. Find out which visits are made mostly in the neighborhood; outside the neighborhood.

Launch:

Wouldn't it be great if everything on the list was a short walk from your home. Is this possible?

Questions:

Should our neighborhood have a large shopping area for all offices, stores, movies, recreation? If so, where could we put it?

Which of the following should be in every neighborhood?

a hospital, a zoo, a park, a museum, a dance hall, a picnic area, a playground, a parking lot, a library, an athletic field, a skating rink, (Add others that seem appropriate.)

Is it possible to have all these in one neighborhood?

Are there reasons why you would want to go someplace else (movie, shopping, dentist, hospital) even though you might have this service in your neighborhood?

Which is better, having one super hospital with the best of everything, that we have to travel to; or having local hospitals and clinics?

Follow-up Options:

Make a list of facilities which are one of a kind in New York and which people travel to visit from all over.

Read up on planned cities such as Brasilia to find out how they set up their local neighborhoods.

Get maps from NYC Convention and Visitors Bureau on location of midtown Manhattan attractions. Find out how to get there from your area.

Projected Outcomes:

What neighborhoods lack in local facilities, they gain through access to elaborate and unique services in a major city.

Good transportation is essential to give us access to important city facilities.

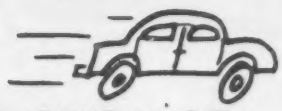
The greater our variety of activities, the more we are likely to travel out of the local area.

Some facilities wouldn't exist if they didn't have a large population base to draw on. (Examples: Madison Square Garden, Radio City, Hayden Planetarium).

(USE REXOGRAPH MASTER "AA" WITH THIS LESSON.)

BB

CAR SERVICE EXPRESS TO DOWNTOWN



Imagine you were in charge of a CAR SERVICE, and you wanted to increase your business from your neighborhood to downtown. Somebody gave you an idea: "Why not take people from the neighborhood downtown on a special express trip?" You would like to try this idea but you need customers.

Make an advertising poster to hang in stores, and churches in your neighborhood. List as many reasons for going downtown as you can on the poster.

Car Service Express To Downtown

Theme: What does the downtown area have to offer people in our neighborhood?

Basic Activity:

From the students' advertising signs, extract a list of reasons which define the functions of a downtown area.

Launch:

According to the song "Downtown" (if possible, use the recording by Petulah Clark) downtown is important because, "That's where the action is." What does the singer mean?

Questions:

Explain the connection between "rush hour" and "downtown". Why do the two seem to go together?

A neighborhood candy store might pay $200 a month rent; a similar store downtown might pay $1,000 a month. Would you rent the downtown store if you were a storekeeper?

How come good movies play downtown first for $5, and people stand on line to get in; but you see them later in the neighborhood for $2?

If so many people are downtown during the day, then what's a neighborhood good for?

Follow-up Options:

Take a class tour through a downtown area--make a listing of the downtown attractions you see.

Do a 15-minute traffic count at a downtown store and compare it to the traffic count at a local store of the same type.

Find out how much it costs to park a car downtown.

Projected Outcomes:

Downtown areas are marketplaces for people, goods, ideas.

Much more spending takes place in a downtown area because of high concentration of working people, and places to spend.

Downtowns depend on cheap, fast transportation for their existence.

With an active downtown area, neighborhoods become places to eat and sleep; downtown is the place to work, play and spend money.

(USE REXOGRAPH MASTER "BB" WITH THIS LESSON.)

CC

OURS vs. THEIRS

CONTEST

RULES: FIRST PICK SOME OTHER NEIGHBORHOOD THAT YOU KNOW (Your old neighborhood, or your cousin's neighborhood.).

① List below 5 important things that are the same in the 2 neighborhoods.

_____

_____

_____

_____

_____

② Now, make a list of some good things about each neighborhood. Next to each thing write a number for (1) good (2) very good (3) terrific.

OURS	Points	THEIRS	Points
Total		Total	

③ Now do the same with things that are bad in each neighborhood. Use numbers (1) bad (2) very bad (3) terrible.

OURS	Points	THEIRS	Points
Total		Total	

④ Which neighborhood is better?

Ours Versus Theirs

Theme: Can competitions between neighborhoods help improve our city?

Basic Activity:

Students may need clues as to what they could use as categories of good or bad features of a neighborhood. These could include: housing, shopping, transportation, condition of streets, recreation, jobs, congestion, costs of living, community organizations, clubs and, health facilities. It may be desirable to run a class trip in advance so that students can make comparisons between the same two neighborhoods.

Launch:

What changes would you want to make in your neighborhood to make it better than the other one?

Questions:

Which changes would cost a lot of money?

Which ones could be done by the people in the neighborhood without a lot of money?

What city departments could help us made the changes? Parks? Sanitation, Police, Fire, Education? Any other?

If you were inviting a class or a visitor from some other neighborhood, are there things you would tell them to see? Things you would warn them to stay away from?

Would you be proud to show visitors through your neighborhood? Why? Why not?

Follow-up Options:

Set up an exchange visit with another school.

Contact the community planning board to find out about proposed neighborhood improvements. (See planning board lesson.)

Projected Outcomes:

Comparisons and competitions can help people improve themselves.

Every neighborhood has attractions for the people who live in it.

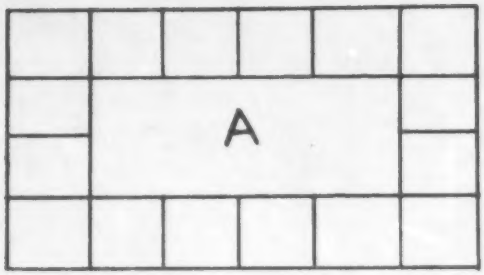
Something that's familiar seems better to us than something that's strange.

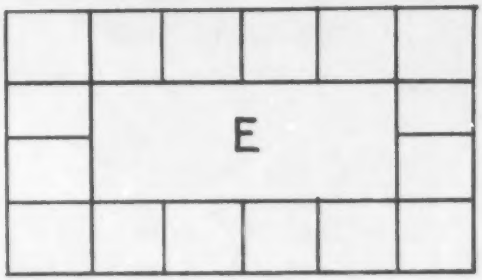
Young people should explore the world outside their immediate surroundings.

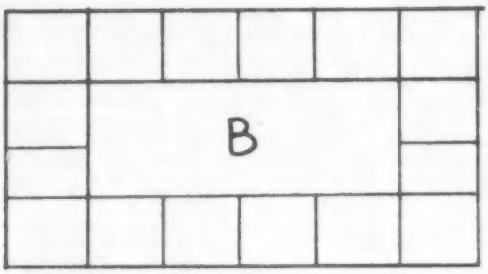
(USE REXOGRAPH MASTER "CC" WITH THIS LESSON.)

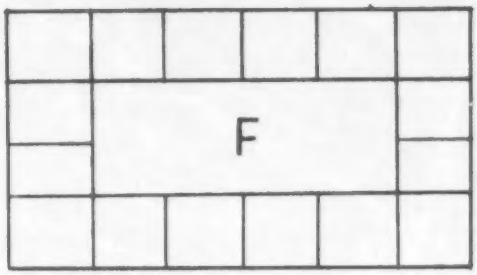
DD

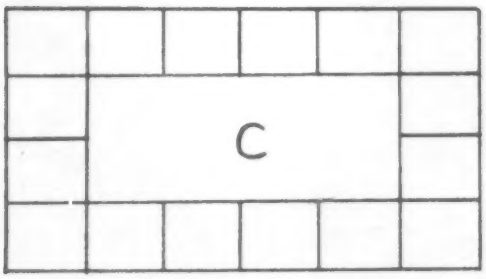
MAKE YOUR OWN NEIGHBORHOOD

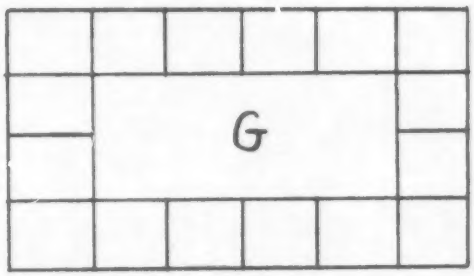


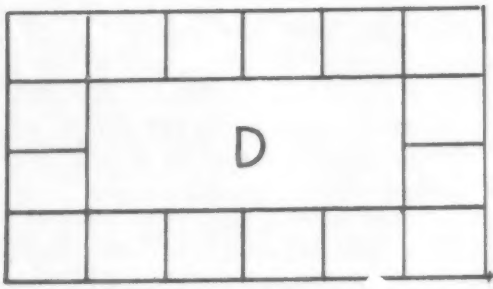


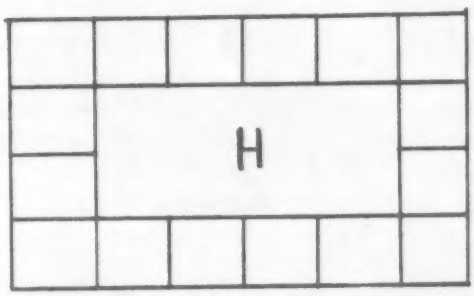












77

RULES FOR MAKE YOUR OWN NEIGHBORHOOD

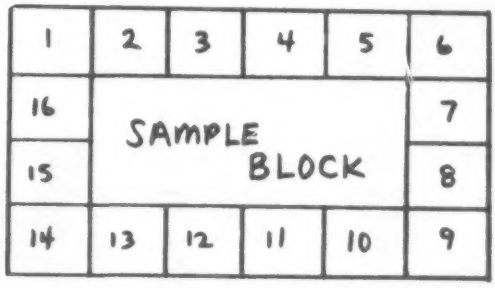
Your map has 8 blocks. Each block is divided into 16 lots. The corner lots on each block may be considered double size.

You must fit all the things below on to your 8 blocks:

50	private homes	- you may put 3 on one lot
15	apartment houses	- one on a lot
1	hotel	- one lot
1	hospital	- 2 lots - or one corner lot
1	community center	- 1 lot
1	elementary school	- 2 lots - or one corner lot
1	junior high school	- 2 lots - or one corner lot
1	high school	- 3 lots - or one corner lot + 1 lot
2	day care centers	- 1 lot each
4	places of worship	- 1 lot each
1	fire house	- 1 lot
1	police station	- 1 lot
3	playgrounds	- 1 lot each
1	swimming pool	- 5 lots
1	library	- 1 lot
3	office buildings	- 1 lot each or one corner lot each
1	shopping center	- 16 lots
stores and services		(may go into shopping center)
2	banks	1 lot each
2	record stores	- ½ lot each
2	supermarkets	- 1 lot each
6	fast food stores (McDonalds, Pizza)	- ½ lot each
1	bar	- ½ lot
1	shoe repair	- ½ lot
1	clothing store	- ½ lot
1	cleaner + tailor	- ½ lot
1	candy store	- ½ lot
1	drug store	- ½ lot
1	5 + 10¢ store	- 1 lot
1	carpenter	- ½ lot
1	plumber	- ½ lot
1	electrician	- ½ lot
1	butcher	- ½ lot
1	baker	- ½ lot

FF

1	jewelry store	- 1/2 lot
1	childrens' store	- 1/2 lot
1	sporting goods store	- 1/2 lot
1	book store	- 1/2 lot
2	movies	- 2 lots each
2	gas stations	- 1 lot each
1	Western Union	- 1/2 lot
1	department store	- 2 lots
5	restaurants	- 1/2 lot each
2	doctor's offices	- 1/2 lot each
1	dentist	- 1/2 lot
1	income tax store	- 1/2 lot
1	O.T.B.	- 1/2 lot
2	parking lots	- 2 lots each
1	real estate office	- 1/2 lot
1	beauty parlor	- 1/2 lot
1	barber shop	- 1/2 lot
1	shoe store	- 1/2 lot
1	optometrist	- 1/2 lot
2	factory buildings	- 6 lots each
2	warehouses	- 6 lots each
1	power plant	- 3 lots
1	sanitation garage	- 2 lots
1	bus garage	- 2 lots
2	empty lots	- 2 lots each
2	construction sites	- 2 lots each



Reminder:

① Each block has 16 lots

② Corner lots (1,6,9,14) equal 2 lots.

Make Your Own Neighborhood

Theme: How can we create a neighborhood?

Basic Activity:

Break up class into planning committees. Committees set up planning boards, with pieces of lots and half-lots to label and assign.

Other tasks for the committee include: naming streets, setting out bus routes and stops, taxi stands, mail boxes, fire hydrants, traffic lights, waste paper baskets, parking meters, no parking zones.

Launch:

You've now planned a neighborhood of eight blocks. Some people think everything in a neighborhood should be planned this way in advance. Others think that a neighborhood should be allowed to grow by itself. Which side would you agree with and why?

Questions:

Should we collect stores and factories on separate streets, or allow them on the same street with houses?

The blocks in our neighborhood are all the same size and shape. How could we change them? Would we want to change?

Which parts of the neighborhood are government-owned; privately owned?

Here is a list of services that want to open in our neighborhood. Where would we put them? What place would they take? Should we allow them in our neighborhood?

a funeral parlor
a roller skating rink
a paint store
a gas storage tank farm
a slaughterhouse
a city jail
a lumber yard
a live chicken store
a pet shop
a cement factory
a methadone center

Follow-up Options:

Find out about city zoning laws and how they separate streets for different purposes.

Visit a new neighborhood being built from scratch such as Roosevelt Island; or an urban renewal site.

Invite a spokesman from the Traffic Department to explain how one way streets, street lights, meters, etc. are placed.

List the different kinds of jobs the neighborhood would provide.

(USE REXOGRAPH MASTERS "DD" "EE" AND "FF" WITH THIS LESSON.)

Make Your Own Neighborhood

Projected Outcomes:

A neighborhood needs a balanced mix of housing, services and stores, recreation, transport.

Some facilities are needed but not desired.

There are an endless variety of ways of planning a neighborhood.

Governments and people both have a say in what happens to a neighborhood.

DID YOU KNOW? There are other materials available from OPEN DOORS, both curriculum units and borough guides, which you can use with your students to explore the world of work?

Guides To Business and Community Resources

Brooklyn
Bronx
Queens
Staten Island
New York City

Law Resources Guide
Inventory of World of Work Programs
Career And Urban Exploration Courses In N.Y.C. High Schools

Materials In Series "EXPLORING THE WORLD OF WORK"

Who's Talking? Who's Listening? (Communicating in N.Y.C.)
Youth And The Law
What's Cooking, Who's Cooking Our Food?
Housing Is Everyone's Problem
You've Come A Long Way, Baby!
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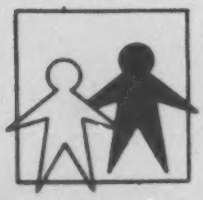

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